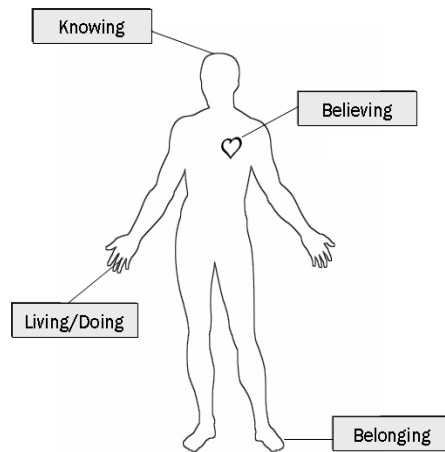


LOMED for the 21st Century: Powerful Learning Plan

Learning that reaches your Noticing Targets/Learner Outcomes



Congregation:	Sha'arei Tikva
Priority Goal:	Learners will be on a journey of mending the world guided by a Jewish moral compass.

>>> GO TO NEXT PAGE>>>

Powerful Learning Plan, continued

Teacher:	
Age level:	5 th Grade
Noticing Tool(s):	Student-created brochure with responses to prompts that includes words and photos. In addition to serving as an assessment tool, the brochure can be used by the learners at the seders they attend to teach about issues of hunger to other seder participants
Content Area*: (Big Idea to be explored)	Pesach and Hunger: Jewish tradition teaches us to feed the hungry. Part of the celebration of Jewish holidays, including Pesach, involves helping the hungry.

NOTICING TARGETS

Know:	Defines vocabulary of Jewish values (<i>ha lachma anya, ma'achil re'evim</i>)	
	<i>Prompt:</i>	What do <i>ha lachma anya</i> and <i>ma'achil re'evim</i> mean? How does X Food Shelf carry out the mitzvah of <i>ma'achil re'evim</i> ?
Do:	Acts out the value of <i>ma'achil re'evim</i> in the local community	
	<i>Prompt:</i>	Describe your experience going to the food shelf with your team.
Believe/ Value:	Expresses a sense of responsibility to help others (without adequate food)	
	<i>Prompt:</i>	What did it feel like to do the mitzvah of <i>ma'achil re'evim</i> ? What responsibility do we have as Jews to feed the hungry? Why?
Belong:	Develops relationship with other community members through <i>tikkun olam</i> work	
	<i>Prompt:</i>	Describe what it was like to go with other members of your temple/class/family to do the mitzvah of <i>ma'achil re'evim</i> .

Design Principles:

Learning will be anchored in caring purposeful relationships.
Learning will seek the answers to the questions, challenges, and meaning of everyday life.
Learning will enable individuals to construct their own meaning through inquiry, problem solving, and discovery.
Learning will be content rich and accessible.

Learning Sessions Outline

For a 21st Century model that includes regular parent engagement.

Based on three-four sessions of approximately 50-60 minutes each plus visits to a local food shelf/pantry with parents.

Selections of this unit are based on material from the Mazon website:

<http://mazon.org/wp-content/uploads/2009/09/MAZON-EatBeSatisfied-Curriculum.pdf>

http://mazon.org/wp-content/uploads/2009/09/Jewish_Millionaire.pdf

Session 1

A. Do an opening discussion about being hungry. Ask students to respond to the first couple of questions by raising hands or standing:

- How many of you have ever skipped breakfast or lunch?
- How many of you have they ever tried to fast on Yom Kippur?

Assign each person a partner, one A and one B and ask them to discuss (first A responds to the question and then B responds): How did being hungry make you feel and act?

Bring the group back focus and ask a few students to share the answer of his/her partner.

Tell students that many people, in the US and around the world, Jews and non-Jews are hungry every day, sometimes all day long. In a minute they will hear some stories of real, hungry people.

Distribute quotes and have different students read them aloud. Before starting, ask the students to think about what questions they have about hunger from listening and from their own thinking. During the reading you may need to stop to make sure students are familiar with certain vocabulary (e.g., diabetes, food pantry)

- My situation became so desperate that I had no money to buy milk for my baby. To give her nourishment, I boiled rice and filled her bottle with the rice water.
- My husband and I are in our late 70's. We stretch our money by eating only two meals a day and, when we feel well enough to go out, having lunch at the senior center.

- I am 65 years old and the caregiver for my 86 year-old mother who has Alzheimer's and is diabetic. When I lost my job, there wasn't enough income to support both of us. I thank God for the help we get from the food pantry.
- When you're hungry, you can't think of anything else.
- My teenage daughters and I lived in our car after my husband's abuse got so bad we couldn't stay at home. They were embarrassed to go into the food pantry, but we had no choice. Without it, I don't know how we would have eaten.
- When I was diagnosed with AIDS I was still able to work. I'm on disability now, and I depend on Jewish Family Service to deliver my meals twice a week.
- With the increase in the number of people asking for help, our small food pantry would not survive without the grant we receive from MAZON: A Jewish Response to Hunger. The funding helps us cover some operating costs and supports our pantry's Passover food distribution.

Ask students for their initial responses to these quotes. What surprised them? What bothered them?

Next prepare students to formulate questions they have about hunger by telling them the following story. A dad went to the grocery store with his daughter who was about your age. As they walked up and down the aisles and looked at the food, the daughter turned to her dad and said, "Dad, with all of this food, how can there be hungry people?"

Tell students that to prepare for your study about hunger, you want them to come up with questions they have. (One idea is to hang up a chart or post a slide of question words to get their thinking started). Do a couple of examples as a group, then have the students work with partners to brainstorm and write down their questions. Bring the pairs back together and have each group share their "best" question. (Gather all the questions and create a large poster of all the questions. Another option is to have a few student volunteers make the poster.)

Talk to the learners about the unit you are working on as a lead-up to Pesach on feeding the hungry. It will involve research, learning material from the haggadah, learning about Jewish responsibilities for dealing with hunger, going to a food shelf to work and to learn, and doing something in the congregation to address the problem of hunger. The questions they have generated will be the basis for the learning they do with their families and when they interview staff at the food shelf.

Tell the students that you are about to learn a section of the haggadah that is about hunger. The section is called in Aramaic (you can say something about Aramaic if your students are unfamiliar with this language) "Ha Lachma Anya," which means "this is the bread of poverty or affliction." Ask students what food at Pesach might be considered "the bread of poverty or affliction."

Distribute the words of "Ha Lachma Anya" in both English and Aramaic from the haggadah. Play a recording and have students follow along in the Aramaic. Ask a student to read it in English. Ask them to begin to think about what the connection is between this text and the problem of hunger.

Play the recording again; then do a closing circle for the day. Possible reflections: What's one thing I'm wondering about? Or, what's something I want to know about hunger?

Session 2

Start out by asking the learners to work in groups of three or four to brainstorm things they (their families, at school) and their communities (the town in which they live, the congregation) are already doing to try to deal with hunger. Have the groups create pictures with labels of these activities. Tell them you will share these later. (Hang them where students will be able to see them.)

Return to the teaching of Ha Lachma Anya. Work with the students on learning to sing it.

Ask students work in hevruta to answer questions about the text:

- Where did our ancestors eat the “bread of poverty?”
- What was happening to them in that place when they were eating this bread?
- What “bread” is this text talking about?
- The haggadah says “All who are hungry, let them come and eat. All who are hungry, let them celebrate Pesach with us.” In our day and age, we don’t usually invite hungry people to come into our houses to eat with us. What are some of the ways we could make sure hungry people do have food, and have food for Pesach?

Bring the group back together to debrief the text study. Ask them to compare the answers to the last question with the things they included in their drawings earlier in the day. Discuss the reasons the text implies for WHY Jews need to feed the hungry. (We were slaves in Egypt; we know the experience of poverty and are responsible for helping others in that situation.)

Teach the phrase “ma’achil re’evim,” feeding the hungry. What other reasons have you learned for the Jewish obligation to feed the hungry? (e.g., people are created in the image of God; God feeds the hungry and we imitate God so we feed the hungry, too)

Talk about the visits to the food shelf they will be doing in the upcoming week. (These should be set up in consultation with the congregation’s social action group, especially if there is a food shelf with which the congregation already has a relationship. Students will be accompanied by their own parents and/or by other members of the congregation.) The following should be included in the preparation of the learners:

- They should take their top three questions from the class list to ask the staff person who will be giving them the tour
- One of the things they will do after the visit is to create a brochure about hunger and doing something about it to use at the seder(s) they attend. They should take pictures at the food shelf they can use in the brochure. The brochure will include the following:
 - Definitions/explanations of “ha lachma anya” and “ma’achil re’evim”
 - An explanation of what the food shelf does to fulfill the responsibility of “ma’achil re’evim”
 - Why Jews are responsible for feeding the hungry
 - What it was like for you to visit the food shelf
 - Photos to illustrate the above
 - Your own answer to one of the questions you asked about
 - Something an individual person can do to fight hunger

Session 3

Debrief visits to the food shelf. Have student share what they experienced, learned. Could be done in pairs or small groups and then together.

More practice on Ha Lachma Anya

By this point, it is quite likely that students will have asked about what more they can be doing as individuals and as a group to address hunger. Depending on how things have gone, this is the ideal time to work together on planning some sort of initiative. If the congregation has an active social action group, you could invite someone representing that group to talk to the students about what the synagogue already does and to help them come up with an idea for something they could do to support an ongoing initiative or to create a new one.

Spend time working on the planning.

Time can also be devoted to working on the brochures.

Session 4

More practice

Complete brochures

Present brochures. In addition to doing the presentations, it is important to talk to the students about strategies for using these at their seders. How will they present them? Whose permission/support might they need to do so?

Spend additional time working on their initiative (this will extend beyond the current unit).